

STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

November 30, 2004

MEMORANDUM

TO: All Purchase of Services Applicants

FROM: Andrell Beppu Aoki, Fiscal Specialist
School Based Behavioral Health Services Section

SUBJECT: Addendum and Questions and Answers for Requests for Proposal
(EDN 150-2006-03) Issued on October 12, 2004

For your information, please find attached the addendum for the above-referenced Request for Proposal (RFP) by the School Based Behavioral Health Services Section of the Department of Education.

The purpose of the addendum is to provide clarification to questions raised at the orientation meeting of October 26, 2004 and written questions subsequently submitted in accordance with Section 1-V, of the RFP and to make necessary corrections to the application sections of the RFP.

The proposal submittal deadline of January 14, 2005 will not be amended.

Should you have any questions on administrative issues relating to the RFP, please contact me at (808) 735-8264 or via email at Andrell_Beppu@notes.k12.hi.us.

If you have concerns of a substantive nature, please contact the RFP Contact Person, Ms. Marilyn Jakeway, at (808) 735-8250 ext. 256 or via email at Marilyn_Jakeway@notes.k12.hi.us.

QUESTIONS AND ANSWERS FROM ORIENTATION MEETING OF OCTOBER 26, 2004

[Note: This is an abridged version of substantive issues raised at the Orientation that needed clarification. A full version of the Questions and Answers were disseminated to all interested POS applicants on November 12, 2004. A copy is available for downloading at http://doe.k12.hi.us/rfp_sbbh/.]

General Questions Applicable to all RFPs:

1. The "Proposal Application Checklist" contained in the RFP appears to be incomplete. The column titled "Required by Purchasing Agency" needs to be completed? ***Yes, the DOE noticed that the document, as posted on the SPO Website, was incomplete. The DOE will be re-posting the "Proposal Application Checklist" on the website.***
2. Concern was raised over the number of hours of training providers must complete before actually servicing any student. Cost to train agency staff was raised as well as DOE's repeated requests to have services start immediately after an IEP/MP meeting determines services. ***The purpose of the required training hours is to ensure that providers have an understanding of certain topics/issues like the ones stated in the RFP. The DOE will be amending the training requirements to reflect the following for contract providers conducting assessments: All contract providers must have at least twenty-four hours of orientation completed before beginning service delivery. The twenty-four hours of orientation shall include:***
 - *IDEA and HAR Chapter 56 Requirements, including procedures and eligibility criteria;*
 - *Section 504 and HAR Chapter 53 Requirements, including procedures and eligibility criteria;*
 - *Family Educational Rights and Privacy Act and HAR Chapter 36 Requirements;*
 - *An understanding of educationally relevant interventions and recommendations related to the target population; and*
 - *An understanding of all applicable contract terms and requirements.*

These 24 hours can be applied towards the 40 hours of ongoing professional development required for the year. Professional development must be directly related to the contracted professional's work responsibilities.

3. Was the change in policy now requiring providers to train personnel prior to providing service discussed at any time with providers? ***No. The DOE did not anticipate, but has subsequently discovered in the past year, that many providers are servicing students without adequate training. The DOE's primary focus is the safety and welfare of its students.***
4. The training topics include crisis field assessment. Up until now SSCs have refused to fund time for field crisis events. Will this change? ***Crisis field assessment has always been a training requirement since the implementation of the delivery of school based services. All contracted providers must have the ability to recognize crisis for student and take appropriate measure to support the student. The provider should ensure that there is a crisis plan for every student that should include support for after-school hours. The DOE is not looking to purchase crisis intervention as a separate service. Should a crisis event occur, the contracted provider must inform all appropriate DOE officials via the Incident/Sentinel Event report.***

5. Are there are other topics of required training that could be listed? ***The DOE has delineated the topics of training as required under the RFPs. If an agency is interested in providing training on other topics to their staff, the agency is free to do so.***
6. Are there any restrictions in regards to how the 40 hours of training requirements are delivered? ***The DOE would expect that the trainings are interactive and allow for meaningful discussion and feedback.***
7. If a provider changes agencies, must the new hiring agency also re-train the provider who may already have had the 40 hours required training before the provider begins servicing the student? ***Not necessarily. Agencies should request from the new hire documentation evidencing trainings that they have attended or received within the past year. All documentation should be kept in the contracted provider's credential (personnel) files.***
8. Is the prior training requirements negotiable? ***DOE will be amending the training requirements so please refer to question #5 above. The DOE wants to ensure that trained providers will be serving our students and families.***
9. Concern was raised that all of the training requirements will affect an agency's ability to initiate immediate service. ***The DOE will also start training the schools to write IEP service start dates to allow for some time to find providers – to move away from service start dates beginning the day after the IEP team makes the service determinations.***
10. Under Section 3, paragraph 1, Personnel – it states, "Parental consent for assessments and release of information is covered by the IEP/MP consent. NO additional parental consent for assessment or release is needed by the contracted provider." This statement is not accurate for a contracted provider who is accredited by an external body such as COA, CARF, etc. If an agency is accredited, the agency is required to obtain consent(s) in order to maintain its accreditation status. ***The DOE does not require an applicant to be COA, CARF, etc. accredited; however, the department is aware that many of the potential applicants must be accredited as they also hold contracts with other state agencies that do require some type of accreditation. The DOE recognizes that this is a long-standing issue yet to be resolved and thus has asked the Attorney General for a written opinion regarding consents and the alleged conflicts between HIPAA and FERPA. While the DOE appreciates the delicate positions that potential applicants are placed in, the DOE finds it necessary to remind future contract awardees that any documentation that results from our contract agreements are the property of the DOE. The DOE would suggest that potential applicants review their own policies and procedures regarding the release of information to the DOE and so instruct their direct service providers. If an agency elects to obtain additional consent to provide service to the student or family, this shall not be cause to delay the delivery of service nor shall the time spent to discuss or obtain the additional consent be billed to the DOE.***
11. Fingerprinting and background check requirements read as though the DOE will complete the check and concerns were expressed that this might create

a backlog and impact service delivery. What is the current status? *Currently, the DOE is pursuing legislation for the upcoming legislative session that will allow the DOE to conduct the national criminal history checks on its contracted providers and subcontractors. Two options are under discussion – first option would that the DOE does indeed conduct the criminal history check of all of its contracted providers and subcontractors; the second option would be for the DOE to delegate its authority to conduct criminal history checks to contracted agencies in the same way that the Department of Health delegated its authority. No firm decisions have been made at this time.*

12. Does the criminal history check include the FBI checks? *Yes.*
13. How much will it cost an agency to conduct a criminal history check? *A records check may cost between \$27 – 29.*
14. DOE Form 90. What is it? *This is a DOE issued form that includes pertinent information and a consent to conduct the criminal history check for each applicant.* How does an agency process this requirement? *This would depend on whether or not the DOE chooses to delegate its authority to conduct criminal history checks to contracted agencies.*
15. On page 2-30 and 2-31 DOE requires employees to conduct mandatory criminal history checks and to repeat this every 3 years. What actions would you like an agency to take with the results of those checks? If any criminal convictions are greater than 10 years old, by Hawaii state employment law, a private company cannot use that against the individual and refuse to hire him, even if the offense is for numerous counts of child molestation. However, the DOE is exempted from this limitation. *This is a very important issue that the DOE will be discussing with its human resources department.*
16. Can an applicant apply to serve only 1 geographical area? *Yes, an applicant can apply to serve only 1 geographical area; however, the applicant must be able to deliver all the services as required under the specific RFP.*
17. Why aren't multiple or alternate proposals permitted? *The DOE discussed this alternative but could foresee many difficulties in evaluating the proposal applications as pricing is a factor and the DOE is choosing not to set rate schedules for each type of service. The DOE is allowing all proposal applicants to set the most competitive pricing standard. The DOE does not want multiple proposals just based on price.*
18. Can agencies do video conferencing for supervision and consultation with agency staff? *Yes, however the DOE will not be responsible for any costs associated with the development and implementation of an agency's videoconferencing capabilities.*
19. Like the hiking, swimming guidelines, can the DOE put out guidelines for pedestrian safety? *The DOE will conduct research to see if there are any existing departmental guidelines regarding this topic that can be shared or disseminated with contracted agencies.*

Intensive Services (RFP EDN 150-2006-03):

1. Are contracted agencies required to follow the standards set in the "Green Book"? This is not mentioned anywhere in the RFPs. ***The DOE is not referencing the "green book." However, we still use this as a standard. In addition, the RFP always takes precedence over the "green book."***
2. Can agencies use CAMHD's evidence-based guidelines? ***Yes.***
3. Can you clarify the DOE's position on transportation of students? ***The DOE will not be paying for transportation under this RFP, using contract funds. If transportation ends up as part of the service based on the IEP, agencies would need to seek reimbursement from the school.*** Can the DOE adopt a standard procedure that agencies and schools could follow with regard to transportation reimbursement situations? ***No, DOE will not be establishing a reimbursement mechanism. Agencies must work out a payment mechanism with the school responsible for requiring the transportation of students.***
4. If it is not in the IEP, but the school wants the contracted agency to provide transportation (individual or group), will this be received in writing? ***This issue should be taken up with the school administrator.***
5. Can you define "midday transportation"? ***Mid-day transportation means any transportation, other than home to school and return, that the student requires to implement services specified in the IEP.***
6. How are the neighbor islands supposed to deal with no transportation since there is no public transportation available? ***DOE is responsible to provide the mid-day transportation needs of students.***
7. How is the DOE going to handle the special education students interacting with the A+ students? ***Any student with a disability can access the A+ program as long as they meet A+ eligibility requirement. It is the DOE's expectation that all students with a disability have access to programs or services with their typically developing peers.***
8. Counseling and Counseling Psychology are a new licensing category specifically came about because of the Felix project. Will these levels of credential also be recognized as acceptable levels of credential? ***Yes, the DOE will accept counseling and counseling psychology as meeting the supervision requirements. The DOE will be amending the supervision requirements across all RFPs to include licensed mental health counselors.***
9. MFT credential is not included for IISC services, however they can supervise. Also, APRN can supervise but they are not included on credential list. ***The DOE had discussed staffing criteria and believes that a person with a background in Marriage and Family Therapy, while they may be able to supervise, they may not necessarily have the experience and knowledge of working with students who are exhibiting severe social, communication and behavioral deficits. The DOE expects an IISC to have this level of knowledge and experience. Same thing for an APRN.***

10. IISC consultation services requested by a classroom teacher. How will this work with regard to billing because the DCSs will require this service to be linked to a specific student or agency claims will not be processed? ***Upon further consideration and a re-examination of its needs, the DOE will be amending the RFP by excluding IISC classroom consultation as a service.***
11. Will classroom consultation be a one-time or ongoing service? ***Upon further consideration and a re-examination of its needs, the DOE will be amending the RFP by excluding IISC classroom consultation as a service.***
12. In accomplishing Leading and Directing in Group Settings (2-11) will the IISC have to become familiar with each child's IEP and will time be provided for that? ***Becoming knowledge about the student's needs (via their IEP goals and objectives) is an inherent part of the IISC services.***
13. Can an IISC be compensated for the preparation time they spend in developing a group service plan and preparing to begin providing the service? ***The development of a service plan, whether for a group of students or an individual student, is an included cost of the IISC service.***
14. If administration and service plan development is included in the cost of group, then is it understood that an amount of hours of work will be negotiated prior to the authorization of services? ***The group service plan is an included cost of the service. There will be no negotiation of additional hours beyond what is needed by the student and identified in the IEP.***
15. The RFP states that this IISC will provide a "service plan" – but it is implied that each student in the group would have their own plan, right? (Ensuring confidentiality). ***The group service plan will delineate how each student's specific goals and objectives for the group will be accomplished in a group setting.***
16. With the exception to completing the service plan within 2 weeks of procurement of services, would there be other situations that would warrant the completion of a new service plan (ie: student moves to a new program, ESY)? ***No, in the example given in this question, the situation does not warrant the creation of a new service plan but does require an updating the service plan.***
17. Will appendices to the student service plan, such as a behavioral plan that provides more detailed instructional strategies, be considered acceptable? ***Yes, as long as it done in collaboration with the classroom teacher.***
18. On the 2nd page of the student service plan, there is a reminder that refers to a Prior Written Notice that needs to be completed. Please clarify what a Prior Written Notice is and where this form can be located. Also, who would be responsible to complete the Prior Written Notice? ***Prior Written Notice is to be completed by the DOE.***
19. If the child already has an IISC, could a different IISC be procured for the group? ***Yes. The non-group IISC will not be responsible or paid for the group situation.***

20. Will the different IISCs (Classroom, Consultation, Individual, Group) and Parent Education/Training be billed at different rates? ***The DOE is not setting the rate structure for the proposed services. An applicant chooses to propose their unit rate based on their program budget analysis.***
21. Are the training topics the same for IISCs as they are for Skills Trainers? ***All providers must adhere to the training requirements as delineated in the RFP. IISCs are required to have additional knowledge of how to support differentiated curricula adapted to the social, communicative and behavioral needs of students. Please re-read pg. 2-9 for the specific minimum level of knowledge required of an IISC.***
22. If an IISC is providing both IISC and Parent Training services, can a supervisor utilize the 2 hours of supervision for both services? Or, would the expectation be that 4 hours of supervision occur if both services are being provided? ***If an IISC is providing both IISC and Parent Training for the same student, then yes, a supervisor can utilize the 2 hours for supervision for both services.***
23. On page 2-13 it states " if there are paraprofessionals from multiple agencies, the IISC is responsible for communicating with the paraprofessional's supervisor." How may the supervisor's time be accounted for if there is no authorization for IISC services? ***The DOE will not pay for the supervisor's time. If there is no IISC, the DOE will be coordinating services for the student and leading and directing the paraprofessional.***
24. How will the agency be assured that the classroom teacher is providing appropriate direction for the STs? Will field supervision be allowed at the schools? ***Classroom teachers are adequately trained to supervise paraprofessionals. Should an incident occur between the classroom teacher and the contracted paraprofessional, the paraprofessional should inform his or her agency supervisor who should then inform the school administrator. If the matter cannot be resolved at the school level, then the agency supervisor should contact the appropriate District Educational Specialist. The DOE will allow agencies to supervise their employees at the schools.***
25. On pg 2-23 under 3.c. Option 3 – DOE Compliance. How can one meet NCLB requirements under DOE guidelines and training? What does this mean? What are these guidelines and what is the content of the training? Is it open to our staff? ***This option is only for current DOE employees who are working for agencies. It is not open to all of your agency staff members.***
26. Can you please clarify the supervision requirements as noted under Skills Trainer, Staffing Requirements on pg. 2-23? It seems that #1 and #2 are redundant and/or over-burdensome. Concern was raised that this staffing requirement would mean that STs are required to receive a total of 4 hours of monthly supervision and that agencies would need to obtain additional staff to provide this supervision component. ***After reviewing the section in question and the concerns raised at the Orientation, the DOE will be amending the section by deleting reference to Item #1. Further changes will be made to Item #2 to reflect that STs will now be required to receive only 1 hour of client-specific group supervision each month by the IISC. Case reviews must be a***

part of this supervision hour. Appropriate changes will also be made in the IISC service description to now reflect that this 1 hour of supervision is an inherent part of the IISC service. Please see addendum.

27. If there is a student who needs a 1:3 group who identifies the other 2 students? **DOE.** Do they all have to be from the same school? **No.** Have the same teacher/care coordinator/IISC? **No.**
28. When STs run a group w/o an IISC, who sets up the goals/objectives? Sets up the data collection system? **The DOE personnel that is supervising the group.**
29. Is the reimbursement rate for skills training group envisioned to be per provider or per student? **The DOE would expect to pay a per student unit rate.**
30. What happens when one of the students in the group are absent? What if 2 are absent? **The DOE is expecting to pay a per student rate. If a student is absent, there should not exist an expectation of payment.**
31. Will the STs (Individual, Group) be billed at different rates? **The DOE is not setting the rate structure for the proposed services. An applicant chooses to propose their unit rate based on their program budget analysis.**
32. Is it assumed that the agency would pay a group ST a higher hourly rate than a 1:1 ST? This would mean agencies would have to create new positions for STs who lead a group. Are there experience/education/training requirements for these group STs? **Please re-read the staffing requirements under skills training on pg. 2-23. The staff requirements are the same for a skills trainer providing individual services and for a skills trainer providing group services.**
33. If there are different rates and different services then how will these different services be written into the IEP under each individual student, especially if they are to join a group or be under a teacher that is seeking classroom consultation? **Contract rates for services should not be included within a student's IEP. IEPs should determine only what services a student requires in order to benefit from his/her education. Services for skills training group will be notated under the Supplementary Aids and Services as "skills training individual", "skills training group," etc.**
34. What if, of the students in the group, one student's team decides that the teacher should be in charge of the child's group, another team decides that the SBBH should be in charge, and the 3rd child's team decides that the IISC will be in charge? **It is the DOE's responsibility to coordinate the group.**
35. Under what category will face-to-face training of a skills trainer, when clinically necessary, be considered a billable event? **The DOE expects all contract providers to be trained before beginning service delivery. Please see pg. 2-11 "Guidelines for IISC leading and Directing Skills Trainers Individual and Group."**
36. DOE schools have not allowed outside providers to have rooms on their campus. How do you expect agencies to provide skills training groups on

campus? ***The DOE will be meeting with district personnel to operationalize this service.***

37. For parent education/training: In the RFI, you said this level of care is "intended to support student's educational achievement and to reinforce skills taught in school at home." Not all students – in fact many—are not provided with this LOC. What student/family would not need this sort of assistance to succeed in their educational programs? ***The need for parent education/training will be determined by the student's IEP team.***
38. Will a parent training group be allowed? ***No.***
39. Is parent education/training the same for Behavioral Interventions (150-2006-02) as they are for the Intensive Interventions? ***No, parent education/training is a different service under the Behavioral Intervention and Intensive Services RFPs. The major difference is that parent education/training under Behavioral Intervention RFP focuses on the intervention strategies to address the emotional/behavioral problems of a student, whereas under Intensive Services the focus is on skill building for parents to be able to support their student's educational progress. Consequently, this service will be renamed "Parent Counseling/Training" for Behavioral Interventions and remains "Parent Education/Training" under the Intensive Services RFP.***
40. ISPED is not required for IISC work, is it required for the parent trainer/educator? ***No.***
41. Pg. 2-14 states that team meetings that do not include DOE personnel are not billable events. It is common to have team meeting with the STs, IISC, and parents. Will these no longer be billable events? How are we to ensure integrity of intervention among team members? ***If awarded a contract under this RFP, all contracted providers must maintain appropriate levels of contact with families and school staff. (See pg 2-6.) This is an included cost of all services within this RFP. The DOE will not pay for team meetings in which the DOE is not a participant. Any meeting that occurs in which the progress of a student or the integrity of the intervention are being discussed, DOE personnel should be present. It is not enough to provide classroom teachers with detailed write-ups as to what occurred during these unofficial meetings.***

ADDENDUM NO. 1
to
REQUEST FOR PROPOSALS
INTENSIVE SERVICES
RFP NO. EDN 150-2006-03

Section 1 – Administrative Overview

NO CHANGES.

Section 2 – Service Specifications

Subsection	Page	Amendment
III. Scope of Work, Subsection A	2-5	<p>Delete reference to “Intensive Instructional Service Classroom Consultation.”</p> <p>Explanation: Upon re-assessment of its needs, the DOE will not need to contract for this service.</p>
III. Scope of Work, Subsection A	2-6, 6 th Bullet	<p>Delete “Provide services at the students school, or at a site identified by the IEP team as best suited to address IEP goals and objective in consultation with the provider.”</p> <p>Add “Provide services at the student’s school, or at a site identified as best suited to address IEP goals and objectives. DOE has the final determination of the location of delivery of service.”</p> <p>Explanation: Clarification as noted.</p>
III. Scope of Work, Subsection A	2-7, 2nd Bullet	<p>Delete provision and replace bullet with the following:</p> <p>“All contract providers and agency staff members providing direct services must have attended, and have documentation to the effect that he or she has completed at least forty (40) hours of annual professional development. Such professional development must be directly related to his or her work responsibilities.</p> <ul style="list-style-type: none">▪ Within the required forty hours of professional development, all contract providers and agency staff members must have at least thirty (30) hours of basic training including, but not limited to, crisis field assessment and intervention, suicide assessment, risk assessment, clinical protocols, documentation, and

		<p>knowledge of community resources, as well as training regarding court processes and legal documents relative to emergency procedures, plus specific legal issues governing informed consents. Such basic training must be completed prior to performing crisis outreach services.</p> <ul style="list-style-type: none"> ▪ All contract providers and agency staff members providing direct services must have at least twenty-four (24) hours of orientation completed before beginning service delivery. The 24 hours of orientation shall include: <ul style="list-style-type: none"> ○ IDEA and HAR Chapter 56 requirements, including procedures and eligibility criteria; ○ Family Educational Rights and Privacy Act and HAR Chapter 36 requirements; ○ An understanding of educationally relevant interventions and recommendations related to the target population; and ○ An understanding of applicable contract requirements. <p>These 24 hours can be applied towards the 40 hours of ongoing professional development required for the year.</p> <ul style="list-style-type: none"> ▪ All contract providers and agency staff members providing direct services must also receive information and training regarding the following topics: <ul style="list-style-type: none"> ○ HAR Chapter 19 procedures and requirements; ○ State laws regarding child abuse and neglect reporting, reporting criminal behavior and threats regarding suicide and homicide; ○ Crisis intervention procedures, including suicide precautions; ○ A review of the Hawaii CASSP Principles; ○ A review of the Comprehensive Student Support System (CSSS); and ○ An understanding of team-based decision-making." <p>Explanation: Changes to training requirements were made as potential proposal applicants</p>
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		<p>raised concerns at the Oct. 26th orientation over the number of hours of training a provider must complete before actually servicing any student. Also, DOE did not anticipate but discovered, that many current providers are servicing students without adequate training from their contracted agency.</p>
III. Scope of Work, Subsection A, "adequate supervision"	2-8 through 2-9	<p>Delete all references to "behavioral health" Replace with "behavioral approaches."</p> <p>Explanation: Correct typographical errors as noted.</p>
III. Scope of Work, Subsection A, "adequate supervision"	2-9	<p>Add in the following: "OR, Licensed Mental Health Counselor in the State of Hawaii as of 2005, plus five years of direct experience working with a variety of students who are exhibiting severe social, communication and behavioral deficits."</p> <p>Explanation: To address concerns as noted by potential applicants at the Oct. 26th orientation and subsequent written questions.</p>
III. Scope of Work, Subsection B, Intensive Instructional Services Consultation, Service Description	2-9	<p>Delete reference to "respond to the school's request for classroom consultation for students who are exhibiting severe social, communication, and behavioral deficits per the IEP."</p> <p>Explanation: Upon re-assessment of its needs, the DOE will not need to contract for this service.</p>
III. Scope of Work, Subsection B, Intensive Instructional Services Consultation, Service Operation	2-10	<p>Delete subparagraph a and all references to Classroom Consultation. Re-letter section accordingly to read as follows:</p> <ul style="list-style-type: none"> A. Lead and Direct a Paraprofessional (Individual student support) B. Lead and Direct a Paraprofessional (Group) <p>Explanation: Upon re-assessment of its needs, the DOE will not need to contract for this service.</p>
III. Scope of Work, Revised New Subsection B, Intensive Instructional Services Consultation, Service Operation	2-11	<p>Delete provision: "If the IISC is leading and directing a paraprofessional(s) working with a group of students, the IISC will develop a service plan that will identify how the group activities will address each student's individual IEP goals and objectives as an extension of the activities that are initiated in the DOE program. For example: <i>On Tues. students will play a board game and make popcorn.</i></p>

		<p><i>Student A will work on turn taking.</i> <i>Student B will work on identifying colors: red, blue, yellow.</i> <i>Student C will work on initiating peer interactions. "Would you like some pop corn?" "Your turn," "My turn," etc.</i> <i>Student D will work on vocabulary building: hot, crunchy."</i></p> <p>Replace with: "If the IISC is leading and directing a paraprofessional(s) working with a group of students, the IISC will develop a service plan that will identify how the group activities will address each student's individual IEP goals and objectives related to social skill development as an extension of the activities that are initiated in the DOE program.</p> <p><i>On Tues. students will play a board game and make popcorn.</i> <i>Students A and B will work on turn taking.</i> <i>Students C and D will work on initiating peer interactions. "Would you like some pop corn?" "Your turn," "My turn," etc.</i></p> <p>Explanation: Clarifications as noted.</p>
III. Scope of Work, Subsection B, Intensive Instructional Services Consultation, Service Operation	2-11	<p>Delete "Guidelines for IISC Leading and Directing Skills Trainers Individual and Group Settings."</p> <p>Replace with "Guidelines for IISC Leading and Directing Paraprofessionals Individual and Group Settings."</p> <p>Explanation: Correct typographical errors as noted.</p>
III. Scope of Work, Subsection B, Intensive Instructional Services Consultation, Service Operation	2-11	<p>Add the following after the last sentence of the 2nd paragraph under "Guidelines for IISC Leading and Directing Paraprofessionals Individual and Group Settings":</p> <p>"The IISC must meet at least one hour a month with the paraprofessionals for client specific group supervision. Case reviews must be a part of this supervision hour."</p> <p>Explanation: Provision added to clarify service description as a result of discussions at the Oct. 26th Orientation meeting.</p>
III. Scope of Work, Subsection B, Intensive Instructional	2-13	<p>Delete "That the school needs classroom consultation for a student(s) who is exhibiting severe social, communication and behavioral deficits; or".</p>

Services Consultation, Referral Criteria		Explanation: Upon re-assessment of its needs, the DOE will not need to contract for this service (IISC classroom consultation).
III. Scope of Work, Subsection B, Intensive Instructional Services Consultation, Authorization (Billable Hours)	2-14, Item 1, 1 st Bullet	Delete "Consulting with DOE personnel for students who are exhibiting severe social, communication, and behavioral deficits." Explanation: Upon re-assessment of its needs, the DOE will not need to contract for this service (IISC classroom consultation).
III. Scope of Work, Subsection B, Intensive Instructional Services Consultation, Staffing Requirements	2-15	Add in the following after #2c: "OR, d. A Licensed Mental Health Counselor in the State of Hawaii as of 2005, plus five years of direct experience working with a variety of students who are exhibiting severe social, communication and behavioral deficits." Explanation: To address concerns as noted by potential applicants at the Oct. 26 th orientation and subsequent written questions.
III. Scope of Work, Subsection B, Intensive Instructional Services Consultation, Documentation	2-16, Item 1	Delete reference to "IEP Team" in the 2 nd sentence and replace with "DOE personnel". Explanation: Clarification as noted.
III. Scope of Work, Subsection B, Intensive Instructional Services Consultation, Documentation	2-16, Item 2	Delete reference to "once weekly" in the 1 st sentence. Delete the last sentence of the paragraph and replace with the following: "All data will be given to the IEP Care Coordinator on a weekly basis or as otherwise arranged." Explanation: Clarification as noted.
III. Scope of Work, Subsection B, Skills Training, Service Description	2-17, Skills Training Group	Insert into 1 st sentence of top paragraph after "based on IEP goals and objectives" the following: "related to social skills development." Explanation: Clarification as noted.
III. Scope of Work, Subsection B, Skills Training, Service Description	2-17, Skills Training Individual, Subsection	Amend the 1 st paragraph, 1 st sentence under Skills Training Individual to delete reference to the "IEP team" and replace with "DOE personnel."

	A	Explanation: Clarification as noted.
III. Scope of Work, Subsection B, Skills Training, Service Description	2-18, Skills Training Individual, Subsection A	<p>Amend the 1st paragraph, from the 2nd complete sentence to read as follows: "This data will be collected daily on the goals and objectives worked on for that day and provided on a weekly basis, <i>or as arranged</i>, to the classroom teacher and IISC, if procured. Progress towards the objectives should result in instructional modifications to promote progress. It is an expectation that the person providing this service make contact with the classroom teacher <i>within</i> one week of procurement."</p> <p>Explanation: Clarification as noted.</p>
III. Scope of Work, Subsection B, Skills Training, Service Description	2-18, Skills Training Individual, Subsection A	<p>Amend the 3rd paragraph, 1st sentence under Skills Training Individual to delete reference to the "IEP team" and replace with "DOE personnel."</p> <p>Explanation: Clarification as noted.</p>
III. Scope of Work, Subsection B, Skills Training, Service Description	2-18, Skills Training Group, Subsection B	<p>Amend 4th paragraph, from the 4th sentence: "This data will be collected daily on the goals and objectives worked on for that day and provided on a weekly basis, <i>or as arranged</i>, to the classroom teacher and IISC, if procured. Absence of the written data will be constructive proof that the event did not occur and the amount billed subject to refund. Progress towards the objectives should result in instructional modifications to promote progress. It is an expectation that the person providing this service make contact with the classroom teacher <i>within</i> one week of procurement."</p> <p>Explanation: Clarification as noted.</p>
III. Scope of Work, Subsection B, Skills Training, Service Description	2-21, Skills Training Group, Subsection B	<p>Amend 2nd full paragraph to delete reference to the "IEP team" and replace with "DOE personnel."</p> <p>Explanation: Clarification as noted.</p>
III. Scope of Work, Subsection B, Skills Training, Staffing Requirements	2-23, Item 1	<p>Delete provision and re-number section accordingly.</p> <p>Explanation: Clarification as noted.</p>
III. Scope of Work, Subsection B, Skills Training, Staffing Requirements	2-23, Item 2	<p>Newly renumbered #1 should read as follows: "Skills trainers must receive a minimum of one hour of client-specific group supervision each month. Case reviews must be a part of each</p>

		<p>supervision hour.”</p> <p>Explanation: Clarification as requested from potential applicants as discussed at the Oct. 26th Orientation.</p>
III. Scope of Work, Subsection B, Skills Training, Documentation	2-23, Item 1	<p>Amend 3rd sentence to read as follows: “It will also include a plan to monitor progress and will describe the level and intensity <i>of assistance</i> that will be provided by the Skills Trainers as well as the proposed plan to adjust the levels and intensity of assistance provided by the Skills Trainer.”</p> <p>Explanation: Clarification as noted.</p>
III. Scope of Work, Subsection B, Skills Training, Documentation	2-23, Item 2	<p>Amend 3rd sentence to read as follows: “The Skills Trainer will give the data to the classroom teacher or the IISC, if procured, on a weekly basis or <i>as arranged</i>.”</p> <p>Explanation: Clarification as noted.</p>
III. Scope of Work, Subsection B, Parent Education/Training, Documentation	2-26, Item 1	<p>Delete reference to the “IEP team” and replace with “DOE personnel.”</p> <p>Explanation: Clarification as noted.</p>
C. 1) Management Requirements – Personnel	2-31	<p>Add in new paragraph at end of section “In addition, the applicant shall require and maintain a record of certificate of TB examination issued to employees, subcontracted providers and volunteers issued within twelve months prior to the start of employment or service. Certificate must state that the person is free of communicable tuberculosis.”</p> <p>Explanation: SBBH was just informed that state regulations requires all persons who have regular contact with students must show proof that he or she is free from communicable tuberculosis.</p>
C. 7) Reporting Requirements for program and fiscal data, subparagraph a	2-33	<p>Delete reference to “Max OS 8.5 or higher.” Replace with “Mac OS 8.5 or higher.”</p> <p>Explanation: Correct typographical error noted.</p>
C. 7) Reporting Requirements for program and fiscal	2-34	<p>Insert the following after the last paragraph: “The Department reserves the right to evaluate the agency’s program/service delivery for program</p>

data, subparagraph a		monitoring purposes on an annual basis, at a minimum, through either an on-site evaluation or a documentation review." Explanation: Paragraph inadvertently left out in original draft.
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Section 3 – POS Proposal Application Instructions

NO CHANGES.

Section 4 – Proposal Evaluation

NO CHANGES.

Section 5 – Attachments

Subsection	Page	Amendment
A	Competitive POS Application Checklist	<p>Add an "X" under Column Heading "Required by Purchasing Agency" for the following items:</p> <p>7. Cost Proposal (Budget)</p> <p>SPO-H-205 SPO-H-205A SPO-H-205B SPO-H-206A SPO-H-206B SPO-H-206C SPO-H-206D SPO-H-206E SPO-H-206F SPO-H-206G SPO-H-206H SPO-H-206I SPO-H-206J</p> <p>8. Federal Certifications</p> <p>Debarment & Suspension Drug Free Workplace Requirements Lobbying Program Fraud Civil Remedies Act Environmental Tobacco Smoke</p> <p>9. Rate Schedule</p> <p>Explanation: Though originally checked as required documentation to be submitted by the proposal applicant, this information was not checked off when the document was converted into the PDF file for posting on the website. NOTE – Those who picked up a hard copy of the RFP will notice that their copies already include</p>

		this information.
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Competitive POS Application Checklist

Applicant: _____ RFP No.: _____

The applicant's proposal must contain the following components in the order shown below. This checklist must be signed, dated and returned to the state purchasing agency as part of the Proposal Application. *SPO-H forms are located on the web at <http://www.spo.hawaii.gov> Click *Procurement of Health and Human Services* and *For Private Providers*.*

Item	Reference in RFP	Format/Instructions Provided	Required by Purchasing Agency	Completed by Applicant
General:				
1. Proposal Application Title Page (SPO-H-200)	Section 1, RFP	SPO Website*	X	
2. Proposal Application Checklist	Section 1, RFP	Attachment A	X	
3. Table of Contents	Section 5, RFP	Section 5, RFP	X	
4. Proposal Application (SPO-H-200A)	Section 3, RFP	SPO Website*	X	
5. Registration Form (SPO-H-100A)	Section 1, RFP	SPO Website*	(Required if not Registered)	
6. Tax Clearance Certificate (Form A-6)	Section 1, RFP	SPO Website*		
7. Cost Proposal (Budget)				
SPO-H-205	Section 3, RFP	SPO Website*	X	
SPO-H-205A	Section 3, RFP	SPO Website*	X	
SPO-H-205B	Section 3, RFP,	SPO Website*	X	
SPO-H-206A	Section 3, RFP	SPO Website*	X	
SPO-H-206B	Section 3, RFP	SPO Website*	X	
SPO-H-206C	Section 3, RFP	SPO Website*	X	
SPO-H-206D	Section 3, RFP	SPO Website*	X	
SPO-H-206E	Section 3, RFP	SPO Website*	X	
SPO-H-206F	Section 3, RFP	SPO Website*	X	
SPO-H-206G	Section 3, RFP	SPO Website*	X	
SPO-H-206H	Section 3, RFP	SPO Website*	X	
SPO-H-206I	Section 3, RFP	SPO Website*	X	
SPO-H-206J	Section 3, RFP	SPO Website*	X	
Certifications:				
8. Federal Certifications		Section 5, RFP	X	
Debarment & Suspension		Section 5, RFP	X	
Drug Free Workplace		Section 5, RFP	X	
Lobbying		Section 5, RFP	X	
Program Fraud Civil Remedies Act		Section 5, RFP	X	
Environmental Tobacco Smoke		Section 5, RFP	X	
Program Specific Requirements:				
9. Rate Schedule			X	
10. Most Recent Financial Audit				

Authorized Signature

Date